Communications Training Officer 2
WA Comm Adult Training Model

Participant Manual

Washington State Criminal Justice Training Commission
Telecommunicator Program Office

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Why Change Models?

- It is embraces a change in public safety philosophy
- It is steeped in research on how adults learn *best*
  - Best=trained in less time with better skills

Most of you are probably using something similar to the San Jose FTO/CTO model. If you are using an anchored rating system, DORs and SEGs, this is probably the San Jose model.

For many years it has been the only model out there. The San Jose model was introduced in 1968 as a new structured experience training program for police officers.

With the advent of community oriented policing in the early 90's, a number of departments around the country recognized a need to move to a training model that more closely reflected the values of the more modern policing model.

In 1999 Reno Police Dept. received a $500,000 COPS Office grant (Community Oriented Policing Services-U.S. Department of Justice) to create a new field training model. The Reno Model started out being called the Problem Based Learning Model. For those of you doing PBL in your academies, this model is a wonderful "fit" for your post academy training because the concepts and values closely align.

This is the model for those agencies that embrace current adult learning methods. Problem Based Learning and adult learning principles are founded in scientific research. Most of you have attended a CTO class. If you completed the CJTC Telecommunicator Program CTO class and Advanced CTO class, you will have been exposed to a number of different brain theories, and information on how adults learn. It is for this reason that we are offering this course.

We will be working with a modified version of the Reno model.

Some of you may be here to investigate the new model, to check out whether or not it would be feasible for your agency to move to this model. Our hope is that you will find this model flexible enough to introduce to any size agency.

That having been said, there ARE changes that will need to be made and processes that will need to be identified in order to implement this program.

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How Will You Measure Success?

Notes:

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Our Goals

- **Goal: To provide you with:**
- **An overview of the model**
- **Tools you can take back to your agency to discuss the model and future implementation**
- **Disc with information to provide the backbone of a program**

Our goal in this class is to provide you the information about this model and to explain the components and how they are used. We will provide you a flash drive with the program information on it. It will have everything we talk about in class loaded on it. For our purposes here, we will be focusing only on Call Taker training, however you will find that everything we use for Call Taker training can be used and re-developed for law and / or fire/EMS training components as well.

We hope to be able to give you the basic backbone of a training model for adults that you can take back to your agency and begin to create and implement. We will also try to give you some ideas that you can take back to your agency to help you sell your administration on the program, if they haven't bought into it already, and to give you ideas of what your CTO group can do to help accomplish the changeover to this model.

YOU KNOW HOW TO BE A CTO. This course is NOT about how to be a CTO. We assume you have that part down. This course is to guide you through a different model so at the end of 3 short days, you will experience how the model works!

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Statewide Workgroup

- **Different sized agencies represented**
- **Reviewed Reno model**
- **Conducted research on methods and information**
- **Recommend some type of "front-loading" of information for trainee prior to CTO training**

A workgroup consisting of trainers from all over the State of Washington met periodically for about a year to look at the Reno Model and attempt to craft an initial program example for Call Taker training that would incorporate adult learning methods into a comm center training program.

One additional component of the WA Comm Adult Training Model that we'll refer to hereafter as the ATM is the "front loading" component.

The group discussed at length the differences in comm center training around the state. The group had large agency and small agency representation. As the group explored ways in which to attempt to increase the success rate for Trainees completing their training, the group agreed that Trainees needed to have some information front-loaded prior to working with a CTO. This frontloading is often accomplished by larger agencies through an in-house academy. For small agencies or agencies only hiring one or two people at a time, the group looked for another way to help the new hire prepare for actual on-the-job training with a CTO.

The front-loading concept emerged as a way to impart specific information to a Trainee prior to their actual work on the floor with a CTO.

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Background & Overview Comparing 2 Models

San Jose Model

- **CTO is a limited supervisor**
- **CTO may make recommendation about future of trainee**
- **CTO clearly has more power and authority than trainee**

Reno & *ATM* Model

- **PTO/CTO2 - focus shifts to a coach, guide mentor**
- **Does not make employment recommendations – only the Trainee Oversight Board (TOB)(PTO Board of Evaluators-BoE) does**
- **PTO/CTO2 are much closer to being peers than superior of the trainee**

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Comparison

San Jose

- **Program Evaluation is based upon a general reward/negative consequence model**

Reno/ATM

Uses multiple adult learning methods

- **PTO/CTO2 & trainee journals**
- **Weekly coaching report**
- **PTE/CTE mid-post evaluation**
- **Training Coordinator BoE/TOB review progress**
- **Daily mini-modules test knowledge**
- **360° feedback for everyone in the program**

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The recommendation from the ATM workgroup is that there be a base of information and knowledge a Trainee must have before teaming up with a CTO. Much of the information below is taken directly from APCO's Public Safety Telecommunicator Minimum Training Standard.

Essentially, we are saying that in order to help a Trainee achieve success, they first should be given some basic information and tools. Often, this is done in an in-house academy. But for smaller agencies, or agencies only hiring one or two persons at a time, an academy may not be feasible. For these cases, we recommend at least one or more weeks, off the floor with a CTO and a plan for providing new hires basic foundational information.

That information may include new employee orientation, introduction to the agency's policies and procedures as well as an introduction to the agency CAD system, phone systems, and ACCESS. We also suggest some exposure to geography, agency terminology, resources, etc.

Providing a solid introductory foundation to the agency, its jurisdictions, policies and equipment allows the CTO doing the one-on-one on-the-job training to focus on helping the Trainee hone his or her skills.

Frontloading/ Trainee Orientation Information

The Washington Comm Adult Training Model is built upon the premise that the new Trainee comes to the CTO with certain information front-loaded.

Front-loading can occur through an in-agency academy or providing the following information off-the-floor, prior to the CTO training.

These are examples of topics for information that should be given to the Trainee prior to beginning the CTO training.

Agency Responsibility
Orientation (excerpted from the proposed APCO Public Safety Telecommunicator Minimum Training Standard). It is the agency's responsibility to

- Provide the Telecommunicator with information in both verbal and written formats to present an initial orientation to include, but not limited to:
    - Break areas,
    - Building layout,
    - Emergency evacuation routes and plans,
    - Location of AED (automated external defibrillator and first-aid supplies),
    - Location of facilities,
    - Time keeping procedures,
    - Work hours
- The Agency shall provide the Telecommunicator with information regarding response agency resources, including location of public safety service buildings, apparatus and equipment, and emergency planning documents.
- The Agency shall provide an overview to the Telecommunicator outlining disaster plans and recovery processes to ensure the continuity of operations.
- The Agency shall provide the Telecommunicator with expectations regarding customer service, personal conduct and behavior, courtroom demeanor, and ethical rules.
- The Agency shall provide the Telecommunicator with information regarding access to and participation in such programs as:
    - Critical Incident Stress Management (CISM),
    - Employee Assistance Program (EAP),
    - Health and Wellness Programs,
    - Stress management techniques, and
    - Safety/Risk Management Programs
- The Agency shall provide the Telecommunicator with appropriate state safety regulations and, applicable, rules of the Occupational Safety and Health Administration (OSHA).
- The Agency shall plan for and provide a detailed training curriculum to meet agency needs as well as local, state, and federal requirements.
- The Agency shall provide a written description of the training program, benchmarks, and timelines.
- The Agency shall provide the Telecommunicator detailed information about the adult-based training model that will be used in their one-on-one (CTO) training.
- The Agency shall provide to the Telecommunicator detailed and defined performance expectations, providing and ensuring a clear understanding of those expectations.
- The agency shall provide information to the Telecommunicator about SWAT, K9, Dive, Search and Rescue, HAZMAT and other specialized responses.
- The agency shall provide information to the Telecommunicator about the locations and specific information on fire stations, precincts, landing zones, and/or hospitals.

- The Agency shall provide the Telecommunicator with an overview of its quality assurance and/or quality improvement process (es) used to recognize excellence, identify areas needing improvement, and ensure performance measures are met.
- The Agency shall provide a comprehensive overview to the Telecommunicator and instruction in the use of all appropriate tools, equipment, and technology Telecommunicators may be expected to operate within the communications center. This includes other available technologies to facilitate radio communications interoperability.

Training Program Administration

- The Agency shall plan for and provide a detailed training curriculum to meet agency needs as well as local, state, and federal requirements.
- The Agency shall provide a written description of the training program, benchmarks, timelines, and available learning support tools and methods.
- The Agency shall establish detailed and defined performance expectations, providing an explanation and ensuring a clear understanding of those expectations.
- The Agency shall use a standard set of written guidelines that clearly identify and explain specific performance expectations to evaluate the Telecommunicator's performance.
- The Agency shall provide the Telecommunicator with information on how and to whom they may address training issues and concerns.

Compliance with Written Directives

- The Agency shall provide current and up-to-date policies and guidelines by regularly reviewing and revising such documents as necessary.
- The Agency shall ensure policies and guidelines are readily available to the Telecommunicator for reference and are reviewed as necessary.

Chapter 3 Organizational Integrity

- This section is related to organizational integrity. Topics include the mission and values of the profession in general and the Agency specifically, as well as the scope of the Telecommunicator's authority, confidentiality, and liability.
- The Telecommunicator shall be provided information on agency values that relate to their role as a Telecommunicator and their Agency's specific mission and values.
- The Telecommunicator shall be provided with information about the Agency's expectations of professional conduct.
- The Telecommunicator shall be provided information on duties and essential functions of the position.
- The Telecommunicator shall be given information on their scope of authority within the position.
- The Telecommunicator shall be given expectations about the Agency's written directives.
- The Telecommunicator shall be given information about the Agency's Chain of Command.
- The Telecommunicator shall be provided information on applicable local, state, or federal statutes or codes as appropriate.
- The Telecommunicator shall be provided information about the Agency's confidentiality policies and rules regarding the discussion or release of information acquired in the workplace to the public, the media, or others. Such information should include, but is not limited to:
    - Data systems accessible through local, state, or federal networks,
    - Information contained in calls for service,
    - Information gained through the 9-1-1 or E9-1-1 system, and/or
    - Information from agency records management systems.
- The Telecommunicator shall be provided information on general liability concepts and terms as well as on specific liability issues associated with the position including the most notable areas of litigation in public safety communications.

General Front-Loaded Knowledge and Skills

Here is the general overview of the general knowledge and skills that are common among high performing incumbent Telecommunicators.

The Agency shall provide the Telecommunicator with basic instruction in the following areas:

- Comprehension of jurisdictional boundaries and geography,
- Proper application of Agency terminology,

- An awareness of and respect for diverse populations within the Agency's service area,
- Information on Agency resources, and
- Information on their role in:
    - Incident Command Systems (ICS),
    - National Incident Management Systems (NIMS),
    - State or local emergency operations plans, and
    - Information regarding states' certifications, standards, etc., NCIC, NLETS, criminal justice information systems, etc.
    - Medical (HIPAA), juvenile and other calls of a sensitive nature.
    - Tactical Interoperable Communication Plan (TICP).

General Skills of Telecommunicators

- High-performing incumbent Telecommunicators have been identified as having the following skills in common, the ability to:
- Multi-task,
- Think critically,
- Provide effective customer service,
- Actively listen,
- Make quick workable decisions,
- Solve problems,
- Work effectively with others, and
- Accurately communicate effectively both verbally and in writing.
- The Telecommunicator shall be provided the agency expectations of effective interpersonal communication skills, which include at least the following skills:
    - Active listening,
    - Emotional intelligence
    - The ability to communicate with co-workers in a professional and appropriate manner
    - Clear enunciation of radio transmissions or in phone conversations,
    - The ability to be concise in spoken and written communications,
    - Appropriate use of Agency terminology, codes, and signals,
    - An understanding of plain speech/language techniques,
    - Use of agency approved phonetic alphabet,
    - The use of generally accepted customer service skills, and

Tools, Equipment, and Technology

The Telecommunicator shall be provided information on all equipment and technology used within the communications center.
The Telecommunicator will be given basic instruction on the use of the agency call processing system (CAD or manual system) including

- Call taking screens
- Premise or history screens
- Mapping
- Mobile computer terminals
- Basic instruction on terminal to terminal operations, etc.

The Telecommunicator shall be given basic instruction on the agency phone system, including:

- Enhanced 911
- Wireless 911
    - Phase 1
    - Phase 2
- Agency records management systems within established parameters. 428
- Other essential agency equipment

Call Processing Basics

The Telecommunicator will be provided at a minimum a basic introduction to call processing including, but not limited to:

- Call interviewing,
- Initial call screening

- All caller questions,
    - Six W’s
    - Severity/threat assessment
- Prioritization
- Introduction to call types

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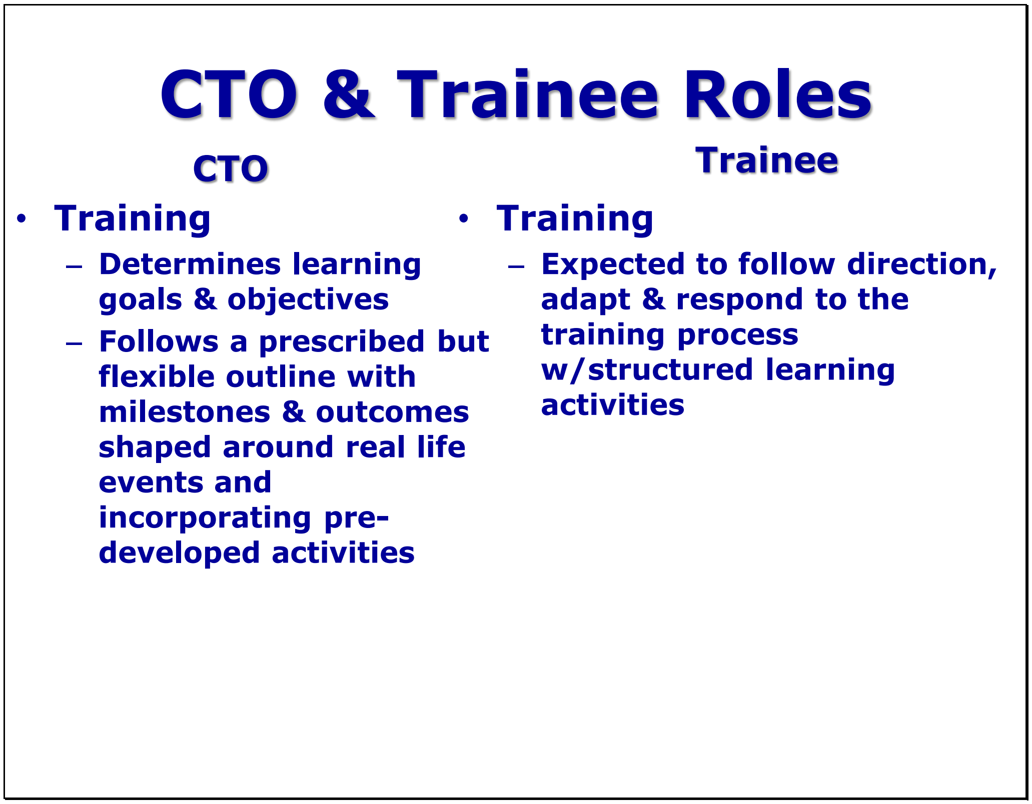

Let’s take a look at the comparison model between the San Jose and Reno models.

You will see in the first comparison, one of the key differences is the point of view of the CTO, from limited supervisor using an anchored rating system (DORs/SEGs) to that of a coach, guide and mentor using feedback, journaling and weekly coaching reports.

Relationship Roles for the CTO and the Trainee

In this model, as in the Reno/COPS model, there are components of the training process that represent a significant role shift.

Instead of being a trainer/limited supervisor/evaluator within this model, the CTO is a trainer, mentor and coach who also does evaluations in collaboration with the Trainee.

Training

For the training piece, a CTO determines the learning goals and objectives. Usually, the agency determines the performance standards and minimum learning requirements for the job. *These standards should tie back directly to the agency’s mission, values and goals*. Both San Jose and Reno models have these expectations for CTOs. The Trainee is expected to follow direction, adapt and respond to the training process with structured learning activities.

In the WA-Com ATM & Reno models, training will typically follow a prescribed but flexible outline that works within accepted timelines, mileposts and training outcomes. Trainee individuality and on-duty experiences will allow the CTO to shape training around real-life events and occurrences as well as incorporating pre-developed activities.

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CTO & Trainee Roles

CTO

- **Mentoring**
  - **Provides advise/guidance as a future peer & coworker**
  - **Will model behaviors consistent with agency expectations**
  - **Will advise and assist trainee about training related issues as well as agency culture, professionalism and personality dynamics of the workplace**

Trainee

- **Trainee**
  - **Ask questions**
  - **Discuss concerns or issues**
  - **Take advice and guidance from the CTI**

Mentoring

In this model, the CTO provides advice and guidance not only as a CTO but also as a future peer and co-worker. CTO must be able to relate to and communicate with Trainees through the stress and strain of the training process. The CTO will not only model the behaviors and expectations of the agency, but will be able to assist and advise the Trainee on training-related issues as well as in the area of agency culture, professionalism and navigating the various group and individual personality dynamics in the workplace. The mentor *guides the Trainee to fulfill the agency's mission statement and operate within the agency's state values and goals*.

The Trainee's role is to ask questions, discuss concerns or issues and take advice and guidance from the CTO.

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CTO & Trainee Roles

CTO

- **Coaching**
  - Take the pre-determined learning goals & objectives & move the trainee toward them
  - Using adult learning principles & methods
- **Evaluating**
  - Assess the trainee progress toward goals & performance standards
  - Evaluate performance & behaviors, documenting each & providing feedback to the trainee

Trainee

- **Coaching**
  - To assist with setting his own learning goals
  - To be responsible for his own learning

Evaluating

To implement the recommendations for performance improvement

Coaching

It is the responsibility of the CTO to take the pre-determined learning goals and objectives and move the Trainee toward those goals using adult learning principles and practices. *The Trainee is coached to fulfill the agency's mission, values, and goals* by the CTO.

The role of the Trainee is to assist with the setting of his own learning goals and to be responsible for his own learning.

Evaluating

The role of the CTO and the CTE is to assess the progress the Trainee is making toward his learning goals and the agency performance standards. The CTO and CTE will evaluate performance and behaviors, documenting each and providing feedback to the Trainee throughout the process.

The Trainee is asked throughout the process to self-evaluate his performance. This evaluation is designed to be reflective and thought provoking. The Trainee's role is to implement recommendations whether CTO or self-identified for improvement of performance.

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Overview -Program Roles & Responsibilities

CTO

- Provides one-on-one OJT
- Is familiar with adult learning principles and the components of this model
- Can use multiple delivery methods geared toward the trainee
- Know and support the agency's mission, values and goals throughout training
- Provide specific, objective, honest feedback to trainee
- Read trainee journal daily
- Journal daily, noting performance, behavior, methods and feedback
- Weekly coaching report
- Provide feedback to the Training Coordinator, CTE & TOB to improve the program

Trainee

- Is responsible for his/her own learning
- Receptive to coaching & feedback
- Maintains training journal
- Provide honest feedback on training observations, feelings, or issues
- Read CTO journal and openly discuss issues
- Work to accomplish the agency's mission, values and goals
- Provide feedback to the Training Coordinator, CTO, CTE and TOB to improve the program
- Complete input for the Weekly Coaching Report

Communications Training Officer (CTO)

The CTO should:

- Provide one-on-one on-the-job training to the Trainee
- Be familiar with adult learning principles and the principles of this training model
- Be familiar with and use multiple delivery methods chosen specifically for the Trainee
- Be familiar with and supportive of the agency's mission, values and goals throughout the training process
- Provide honest, specific and objective verbal feedback to the Trainee
- Read the Trainee journal daily
- Journal daily, noting specific performance and behavior observations of the Trainee including training methods used to deliver information to the Trainee
- Provide the Training Coordinator with a Weekly Coach Report
- Provide feedback to the Training Coordinator, CTE and Training Oversight Board for the purpose of improving performance and standardization of training

Trainee

The Trainee should:

- Be responsible for their learning
- Be receptive to coaching and feedback
- Maintain his/her training journal
- Provide honest information on training observations, feelings or issues
- Read the CTOs journal and openly discuss any issues
- Work to accomplish the agency's mission, values, and goals
- Provide feedback to the Training Coordinator, CTO, CTE, and Training Oversight Board for the purpose of improving performance and standardization of training
- Provide feedback with examples of representative calls of the week to the CTO for input in the Weekly Coaching Report

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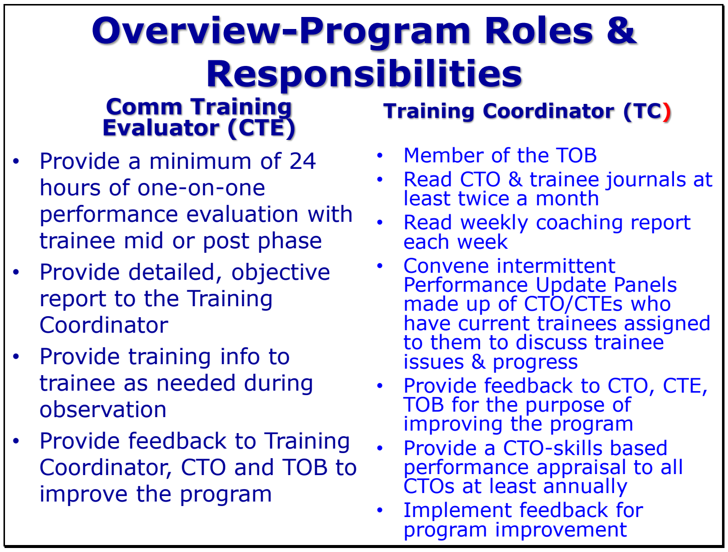

Training Coordinator

The Training Coordinator should:
- Be a member of the Trainee Oversight Board (TOB)
- Read CTO and Trainee journals at least twice a month
- Read Weekly Coaching Report (WCR) each week
- Convene intermittent Performance Update Panels consisting of CTOs and CTEs who are currently or about to be assigned Trainees to discuss Trainee issues and progress, as needed
- Provide feedback to the CTO, CTE, and Training Oversight Board for the purpose of improving performance and standardization of training
- Provide a CTO-skills based performance appraisal to all CTOs at lease annually

Communications Training Evaluator (CTE)

The CTE should:
- Provide a minimum of 24 hours of one-on-one performance evaluation with the Trainee at the mid-phase and/or end-of-training phase
- Provide a detailed objective report on Trainee progress to the Training Coordinator
- Provide training information to the Trainee as needed during the period of evaluation
- Provide feedback to the Training Coordinator, CTO and Training Oversight Board for the purpose of improving performance and standardization of training

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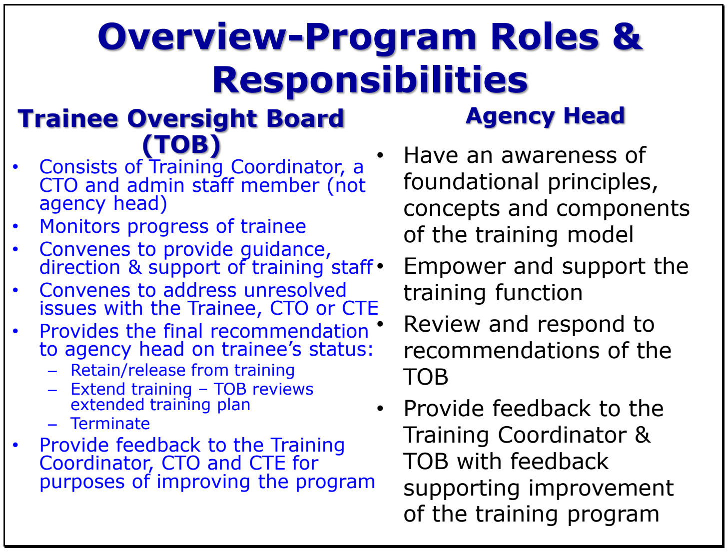

Agency Head/ Comm Director/Manager

The Comm Director should:

- Have an awareness of the foundational principles objectives, concepts and components of the Comm Adult Training Model
- Empower and support the training function within the organization
- Review and respond to recommendations of the Trainee Oversight Board
- Provide feedback to the Training Coordinator and Trainee Oversight Board supporting performance improvement in the training process

Trainee Oversight Board (TOB)

The Trainee Oversight Board should:

- Consist of three members: The Training Coordinator and at least 2 others such as a CTO, non-agency head administration, supervisory or HR staff member. Each board is normally created to support and review the training of *one individual Trainee*. It is possible there may be more than one Trainee Oversight board convening within an agency that has multiple Trainees. **It is also possible that one board may serve for multiple Trainees, if needed**.
- Address unresolved issues with the Trainee, Communications Training Officer (CTO) or, Communications Training Evaluators (CTE)
- Convene if needed to provide guidance and support of training staff or Trainee and make objective recommendations
- Provide the final evaluation of a Trainee, reviewing all documents and reports and interview the Trainee and the CTO
- Provide a final recommendation to the Manager/Director regarding the Trainee's status. The recommendations are:
    - Retain – the Trainee is released from training on the specific discipline
    - Extension of Training – The Trainee will have a plan created around specific areas where performance is deficient. The TOB will review or recommend a performance or training improvement plan, identifying specific areas for improvement, assign the Trainee to specific CTOs, set the milestones and timeframe for this training and select a Communications Training Evaluator or final evaluation.
    - Terminate – the Trainees employment with the agency will be terminated or the Trainee reassigned to different jobs or job duties
- Provide feedback to the Training Coordinator, CTO and CTE for the purpose of improving performance and standardization of training

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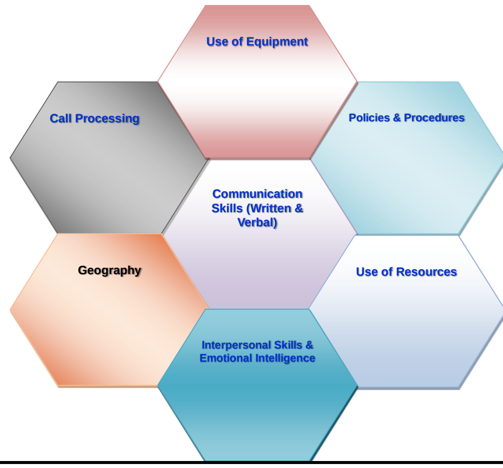
Core Competencies



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Competencies

- Work group created a list of core competencies
  - Skills that must be mastered in order to be effective in the job

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Here are the seven identified competencies. Your agency may want to add or delete these, but they are the first things you must identify in your program. As you can see, most of these would be competencies for law or fire dispatchers as well as call takers. You won't need to reinvent the wheel!

EQUIPMENT & TECHNOLOGY – how the Trainee uses, manipulates, interacts with equipment and technology within the center

CALL PROCESSING – how the Trainee answers calls, interviews callers, gathers information, processes the information

GEOGRAPHY- how the Trainee uses maps, mapping systems, GPS, knowledge of jurisdiction, boundaries, landmarks, neighborhoods, regions, etc.

RESOURCES-how the Trainee locates and uses resources

INTERPERSONAL SKILLS- how the Trainee interacts with customers, coworkers, etc., as well as use of emotional intelligence skills, stress management skills, etc.

COMMUNICATION SKILLS- how the Trainee communicates verbally and in writing

POLICIES- how the Trainee understands and applies policies, procedures, mission statements, values and agency goals

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PROGRAM ELEMENTS: PHASES

- **Phases of training**
  - **For our model – 3 phases -8 weeks**
  - **Phase A**
    - **Intro to call taking, non-emergency, equipment familiarization, etc. 1-2 weeks**
  - **Phase B**
    - **Intro to emergency call taking – 2 weeks**
  - **Phase C**
    - **Call taking/processing 4 weeks**

This model is flexible; you may increase or decrease the number or length of phases depending upon your agency's needs. You may duplicate these phases for law enforcement dispatch or fire radio training.

Additionally, phases will require different performance competency statements using Bloom's Taxonomy. These phases and competencies will be linked to a learning matrix which is an electronic document that will allow you to click on a competency in each phase which will then take you to the phase focus form document. The Phase Focus Form has the performance statements, activities and resources for that competency and phase, as well as places for documenting dates.

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Example of a Phase Focus Form:

PHASE:	
CORE COMPETENCY	
• CELL **(LEARNING MATRIX)**	
Statement:	
PERFORMANCE OUTCOMES	

Bloom's Levels	**Statement**
Knowledge	
Application	
Critical Thinking (Analysis, Synthesis, Evaluation)	

RESOURCE MATERIALS	
Resource:	**Location**
•	
•	
•	
•	

Phase: ______________________________

TRAINING PHASE FOCUS ACTIVITIES

ACTIVITIES	DATE	DATE	DATE	DATE
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

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PROGRAM ELEMENTS:

The Reflective Journal

- Reflective
  - Requires thought and consideration on the part of the journaler
  - Helps learning "stick"
  - Allows the journaler to explore the event, the context and feelings
- Agency determines who "owns" the journal-usually the agency does-as part of the training record
- Read by the CTO, CTE, TC, TOB, & Admin
- CTO's journal read by trainee & all above
- Handwritten vs. typed

TRAINEE JOURNAL

Purpose

The purpose of Journaling is to provide the Trainee a method to express their thoughts in a manner that allows them time to consider what occurred and how they felt about the incident(s) and their overall learning experience for the day. The Trainee's journal can provide the CTO with new insights on how the Trainee feels about their progress and how they were able to handle an incident. The CTO may provide a list of questions to guide the Trainee and/or may allow the Trainee to reflect on anything from the day's activity without guidelines.

Review

The Trainee's journal is to be reviewed daily by the CTO. It will also be reviewed bi-monthly by the Training Coordinator and will be reviewed by the Communications Training Evaluators at the Mid - and Post- evaluations and by the Trainee Oversight Board.

Feedback

Feedback is to be provided every day by the CTO in the Trainee's journal**.**

Feedback shall be:

- Positive
- Written in ink – NOT red
- Grammar, spelling, verbiage is not to be corrected
- Specific, supportive and helpful
- Coaching/mentoring not blaming

The CTO should not become defensive when reading their Trainee's journal. A CTO must remember that the journals are daily reflections of the Trainee. The purpose of the journal is to help the CTO understand what the Trainee is feeling, so CTO and Trainee can work together to enhance their learning experience.

Journaling

If time allows, journaling should occur several times throughout the work day. Journaling may occur at minimum at the end of the shift for at least 15 minutes. The Trainee should be given the opportunity to go to a quiet location in order to reflect on the day's activity.

The writing shall be

Reflective and thoughtful, noting thought processes, knowledge acquired, questions unanswered, context of the issue, future responses, emotion/feelings around the event.

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PROGRAM ELEMENTS:
Mini-Module Training

- **Based on the work of Gordon Graham – Roll Call Training**
- **May be used not only for new hire training, but incumbents as well**
- **Used to test trainee knowledge, understanding as well as application, analysis, synthesis, and evaluation**
- **Can be simple or complex**

Based on the work of Gordon Graham which he called Roll Call Training, mini-module training is a useful tool, both for new hire training and daily, on-going training for all staff as well. It allows you to prepare employees for high risk/low frequency events by responding to different questions about those protocols which can be included regularly in the daily training module.

It may be used in the WA Comm ATM as a way to check for understanding an appropriate application for Trainees. The way in which you create the question or scenario may require the Trainee to research an answer, using resources inside or outside of the communications center. Questions can be as simple or complex as required, although generally (but not always), they can be answered in 5-10 minutes. Again, a more complex question may be a very good exercise for a Trainee, particularly where the Trainee must apply principles introduced to them earlier in training.

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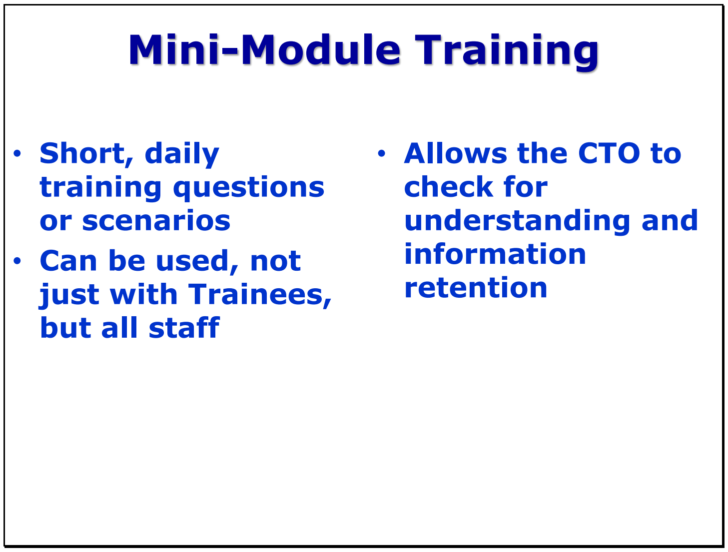

We will get into more information about mini module training tomorrow. This formalizes something that many of you may do, which is drill on scenarios or hypotheticals.

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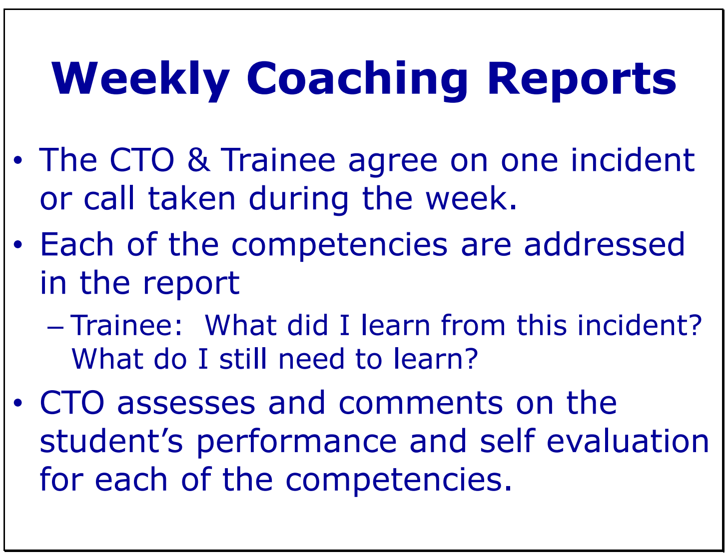

The Weekly Coaching Report (WCR) is one form of evaluation that benchmarks the progress of the Trainee on a weekly basis.

The Trainee will complete a section on how s/he perceived their performance on each of the competency areas. The Trainee will write about what they learned in the area of each competency and what information they still need to learn.

The CTO then comments on the performance and self-evaluation of the Trainee.

One area where the CTE, Training Coordinator, and Trainee Oversight Board may want to pay particular attention, is to any disconnect or lack of agreement that shows up on the part of the Trainee vs. the CTO.

We will go over the WCR in more depth later this week.

Example of a Weekly Coaching Report (WCR)

CTO:	**TRAINEE:**
ASSIGNED AS:	**DATE:**
PHASE:	**WEEK:**

INSTRUCTIONS: The Weekly Coaching Report, WCR, is a non-graded evaluation and training exercise. Integrity and proper self-evaluation are essential for the Weekly Coaching Report to be effective. You and your Communications Training Officer (CTO) should select a significant event that occurred during the week. Briefly describe the incident, which you and your CTO have selected. Review the appropriate segment of the Learning Matrix, as the Performance Outcomes are different for each segment. Two essential questions must be answered: What did I learn during this incident? What do I still need to learn? CTO's should provide input in each of the Core Competency areas. In particular, CTO's should determine if the student self-assessment is accurate. Additionally, the CTO must determine if there are areas in which the student still needs to learn, especially if the student seems unaware of those areas. If necessary more than one call may maybe include in the WCR. When saving this form please use the following format 'WCR– *Last Name of Student – Date'*.

Briefly Describe Incident:

1. Equipment Operation, including CAD, Phones, ACCESSS and Department Forms, and Other Equipment:

What did I learn during the incident? What do I still need to learn?

Student comments:

Assess and comment on the student's performance and self-evaluation in this core competency.
CTO Comments:

Call Processing, including CAD detail and Interview:

What did I learn during the incident? What do I still need to learn?

Student comments:

Assess and comment on the student's performance and self-evaluation in this core competency.
CTO Comments:

3. **Resource Use:**

What did I learn during the incident? What do I still need to learn?

Student comments:

Assess and comment on the student's performance and self-evaluation in this core competency.
CTO Comments:

4. **Policies and Procedures,** including policies and procedures and problem solving:

What did I learn during the incident? What do I still need to learn?

Student comments:

Assess and comment on the student's performance and self-evaluation in this core competency.
CTO Comments:

5. **Interpersonal Skills**, including Customer Service, Emotional Intelligence, Stress Management, and Teamwork and Attitude:

What did I learn during the incident? What do I still need to learn?

Student comments:

Assess and comment on the student's performance and self-evaluation in this core competency.
CTO Comments:

6. **Communications Skills**, including Verbal and Written:

What did I learn during the incident? What do I still need to learn?

Student comments:

Assess and comment on the student's performance and self-evaluation in this core competency.
CTO Comments:

7. **Geography,** including Maps and Addressing Systems, Jurisdictions and Boundaries, and Landmarks:

What did I learn during the incident? What do I still need to learn?

Student comments:

Assess and comment on the student's performance and self-evaluation in this core competency.
CTO Comments:

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The Trainee Oversight Board (called the Board of Evaluators in the Reno/PTO model) is a board consisting of at least 3 persons. The Training Coordinator and a CTO should always be part of the board. A third or additional board members may include administrative personnel such as an operations manager, supervisor, or HR manager.

The purpose of the board is to make the final recommendation on the status of the Trainee. The TOB is the only group that makes this final recommendation to the agency head. Generally the recommendations will be: Retain – and release to the floor, Extend training (or re-train) with an approved extended training plan, or to terminate the Trainee.

The board also acts as guide and mediator for any unresolved issues the Trainee may have regarding his or her training, such as CTO or Training Coordinator issues. The TOB acts as a "fairness" review process for a Trainee who has an issue with his or her training, etc.

The board will review all materials including Trainee and CTO journals, weekly coaching reports, CTE mid and post phase evaluations and any other materials pertinent to their decision making process.

The TOB will then put their recommendation forward to the agency head or hiring authority.

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Extended Training Plans

- A plan to assist a trainee whose training has been extended due to performance
  - Area(s) of performance identified & performance outcomes stipulated
    - What the current performance is
    - Where it needs to be
    - Areas where improvements must be made
  - Trainee identifies what s/he will do to improve performance
  - Benchmark dates are determined
  - Post phase evaluation dates are set

These are plans that are crafted by the CTO and Training Coordinator and are reviewed by the Trainee Oversight Board. The plan will include concise description of the performance that must be improved, a way to measure the improvement, and target dates or benchmarks by which time the Trainee must show measurable and acceptable improvement.

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Total Program Feedback

- Feedback is necessary to improve the program
- Feedback will not be punitive
- Every person involved in the training from Trainee to TOB will receive feedback
- Feedback will be written and documented
- Promotes accountability for every role in the training process
- Consider a feedback file for each and every trainee
  - Lessons learned
  - Areas for improvement for each person or group
  - Documentation of exceptional work done
- Provides the agency head and training coordinator with real, specific information on how improvements to the program or process can be made

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Exercise:
A Different Approach
• Working in your groups take 25 minutes and identify how this model's approach is different from the San Jose Model. List the pros and cons of the new model.
– Training Program Roles (CTO/Trainee, CTE, & TC)-Difference? Pros/Cons
– Use and purpose of the reflective journaling process for CTO/trainee & mini-module training. Difference? P/C
– Weekly Coaching Report, Mid & Post Phase Evaluation. Difference? P/C
– Role of the TOB & Total feedback mechanism. Difference? P/C

PROGRAM ELEMENTS:

The Reflective Journal

- **Reflective**
  - **Requires thought and consideration on the part of the journaler**
  - **Helps learning "stick"**
  - **Allows the journaler to explore the event, the context and feelings**
- **Agency determines who "owns" the journal-usually the agency does-as part of the training record**
- **Read by the CTO, CTE, TC, TOB, & Admin**
- **CTO's journal read by trainee & all above**
- **Handwritten vs. typed**

JOURNALING – A REFLECTIVE APPROACH

Overview: Research has shown that adults learn and retain information better when they write about their learning. In order to write about their experiences, they must first think about the experience. Reflection helps learners consider a number of aspects of the subject in a way that takes a more in-depth look at the experience. One method frequently used with success, is the Learning or Reflective Journal. The purpose of the journal is to provide an avenue for both the Trainee and Communications Training Officer (CTO) to think about the learning that occurred and the questions that still need to be answered. It allows for identification of feelings as well as cognitive/intellectual exploration of what has occurred during the work shift.

Who owns the journal? The Agency – the journal is used by the Trainee and CTO during the duration of the training program, however, in most cases the journals will become part of the training record and retained by the agency.

Who gets to read the Trainee's journal? CTO, Mid-Post program Evaluators, Board of Evaluators, Training Coordinator, Administrators.

Who gets to read the CTO's journal? Trainee, Mid-Post program Evaluators, Board of Evaluators, Training Coordinator, Administrators.

Should the journals be hand written vs. electronic (typed)? Allow the agency to decide. It has been suggested that the act of physically writing the journal has value in terms of learning for the individual as well as making the journal more portable and easier to use during the work day as no electronic device is needed.

It will be up to the agency as to how the Trainee journals are created. Things to consider:

- Handwritten journals may require more time, but may also allow for more or slower reflection
- A reflective learning journal is **not** a compendium of information about the day. The purpose is to reflect upon the trainee's learning. It should require contemplation and consideration.
  - Typing a synopsis of what happened during the day is not the purpose of the journal-a synopsis is a series of observations, events and circumstances. A reflective journal considers an event, a day, an issue in terms of what was learned, what still needs to be learned, and what the learner will do to accomplish learning.
  - This type of journal (synopsis) is more suited to the CTO function than the Trainee learning function
- Brain to hand to paper makes for better learning
  - It is a kinesthetic as well as cognitive activity

    - It helps learning, discovery, and understanding stick
- Typing journals make it faster to complete, easier to forward.
    - Electronic journals can be changed and edited by the writer prior to submission
    - Faster is not always better-you want a trainee to *reflect* upon their learning-that is the sole purpose of the journal
    - The bottom line: the journal is to enhance the learning and understanding of the *Trainee*. The method of journal recording is not for programmatic ease, it is there to serve the Trainee.

The Reflective Journal CTO

- Purpose-overview of day's activities
- Reviewed-by trainee, TC, CTE, TOB with feedback
- Should occur throughout the day and end of shift
    - Document areas of training, incidents and discussions and observation of trainee
    - Document methods of delivery
    - Factual, objective, non-judgmental
    - With "attitude" issues, thoroughly describe the *behavior*

CTO JOURNAL:

The purpose of journaling for the CTO is to have an overview of the day's activities and objective observations of the Trainee's performance.

Review

The CTO's journal may be reviewed by the Trainee daily or weekly. It is to be reviewed at least twice a month by the Training Coordinator, and it will be reviewed by the Mid-and Post- Evaluators and the Trainee Oversight Board.

Feedback

The Training Coordinator, the Communications Training Evaluator and the Trainee Oversight Board will provide feedback to the CTO on the journal.

Journaling

Journaling is to occur throughout the day by the CTO. The CTO is to document areas that training occurred, incidents that occurred and were discussed. Delivery methods such as use of role-plays, case studies, and map exercises, etc., should be noted. The CTO is to journal his/her observations of the Trainee. The observations need to be objective, factual, non-judgmental, and should describe the event or behavior that clearly describes the behavior observed.

Example: A Trainee is given feedback on how to correct or improve performance on a call, where the Trainee thought she did a good job, but in fact, she failed to ask specific detailed questions. After the feedback, the Trainee "threw a temper tantrum".

The CTO described the behavior as, i.e., "Jolene appeared resentful, very angry, and argumentative after receiving feedback on improving her caller interviewing and correcting a deficiency. After her initial verbal outburst of "I can't do anything to please you!" she refused to interact with me, giving me minimal answers to questions I posed to her, and refusing to make eye contact or interactively engage in training for the rest of the shift."

Example: After taking a domestic violence (DV) call, the Trainee acts "anti-social" with you and other co-workers. The CTO described his behavior as withdrawn, following the DV call. He became quiet and answered questions with short answers; he was not engaged in conversation as he normally has been. When asked about the incident he shrugged his shoulders and stated he would rather not discuss it.

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The Reflective Journal CTO

- **The writing shall be:**
  - **Objective, factual, thorough, noting feedback given and observations made**
  - **Note training methods**

<u>The writing shall be:</u>

Specific, objective and fact-based noting feedback given and observations made. Note training methods used.

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Journal Questions or Formats #1

- What did I accomplish today?
- What do I want to accomplish tomorrow?
- I feel good about__.
- I need to work on _.
- What can I do to help my learning?
- What did I learn that I can use tomorrow?
- I will focus on __.
- I struggle with _.
- I handled __ well.
- What can my CTO help me with?
- I will do _____to improve in _____area.

The following models are suggestions only – you could have a journal where the Trainee writes whatever they want, without considering a series of questions. The purpose of the questions is to help the Trainee reflect upon his or her learning.

SUGGESTED QUESTIONS FOR THE TRAINEE:

1ST Model:

What did I accomplish today?
What do I want to accomplish tomorrow?
I feel best about___________________?
I feel that I need to work on___________________?
What can I do to enhance my learning experience?
What information did I learn today that I can use tomorrow?
I would like to focus on ________________________?
I feel that I really struggle with________________________?
I felt that I handled _______________________ really well.
What can my CTO do to help me?
What am I going to do to improve in the areas I need to?

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Journal Questions or Formats #2

- What? (Description of events)
- So what? (How were these relevant? What was learned, what can be improved on, etc.)
- Now what? (what can I do to improve performance? What future responses will I consider?

<u>2nd Model: What, so what, now what</u>?

What? (Description of events that happened today)
So what? (How was what happened today relevant? What was learned? What can be improved on? What went well, etc.?)
Now what? (What can I do to improve performance? What future responses will I consider?

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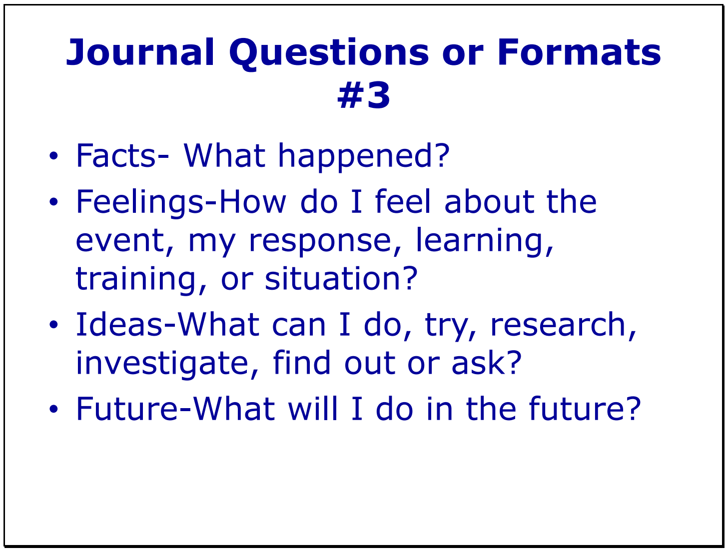

<u>3rd Model</u>: Facts, feelings, ideas, future

Facts: What happened?

Feelings: How do I feel about the events, my response, my learning, my training, my situation?

Ideas: What things can I do, try, research, investigate, find out, ask, etc.?

Future: What will I do in the future?

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Journal Questions for the CTO

#1

- Today we discussed:
- Incident that occurred were:
- Behaviors observed:
- Feedback given:
- Quizzes, tests, exercises given
- Summary of today
- Different ways I delivered information

#2

- **Facts**-we handled or worked on this
  - Things that went well
  - Areas for improvement
  - Feedback I gave
  - Things I observed
- **Feelings** – I felt – the trainee seemed to feel
- **Ideas** – methods that worked or didn't-areas
- **Future**-what we will do tomorrow , other methods I will use, areas where improvement needs to be made

SUGGESTED FORMAT FOR THE CTO:

Today we discussed:

Incidents that occurred today:

Feedback given:

Behaviors observed:

Quizzes, tests, exercises given to the Trainee today were:

Overall summary of the day's activity:

Different ways in which I delivered information to enhance the Trainee's learning

OR:

Facts, feelings ideas, future (above)

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Journal Activity
CTO Journal Part 1.

- **30 minutes** for this exercise
  - Use the CTO journal packet
  - Pick different dates for your table's trainee
  - Read the information about the shift from that day
  - Use the format provided-create your entry
  - Combine your entries into one new journal to create the CTO journal for that trainee

15 minutes for this exercise

- Use the CTO journal packet
- Pick different dates for your table's Trainee
- Read the information about the shift from that day
- Pick the journal format you want to use
- Create the CTO journal for that shift

Try to create a CTO journal for each day. This will become part of the final packet for the Trainee Oversight Board review, so make sure you are thorough.

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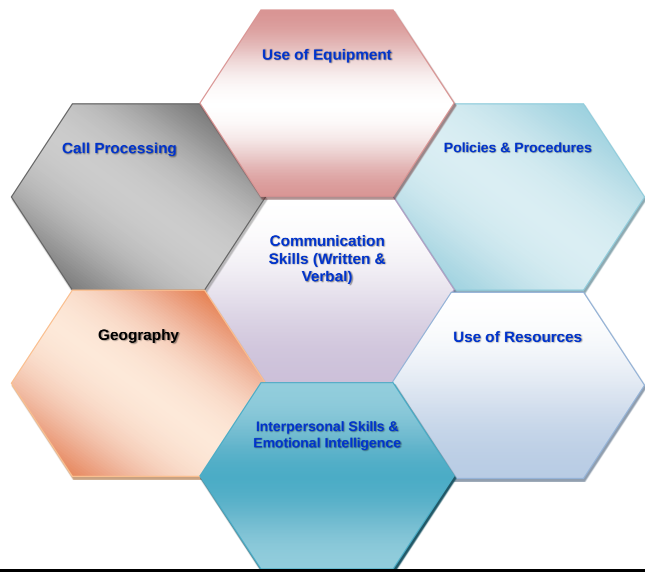
Journal Activity
Trainee Journal Part 2.

- **30-40 minutes** for the exercise
  - Select a recorder and presenter
- The first **10 minutes** will be spent individually reading your trainee's journals
  - Write comments in the journal as you would with a real trainee
- Last **10 minutes** will be spent discussing your comments with the group and recording them for a post-activity debrief
  - Explore the comments
  - Which comments are the most important? Identify those
- **10-15 minutes** take a new copy of the trainee journal and incorporate the most important comments from the group. This becomes the "official" trainee journal.

Competencies

- Work group created a list of core competencies
  - Skills that must be mastered in order to be effective in the job

Core Competencies



- **Use of Equipment**
- **Call Processing**
- **Interpersonal Skills, Emotional Intelligence, Stress Management**
- **Communications Skills (Written/Verbal)**
- **Policies/Procedures**
- **Use of Resources**
- **Geography**

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Phases

- The program may have any number of phases
- For Call Taker training, the group agreed upon 3 phases

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Phase A

- Agency determines the length
- This model-Phase A is an intro to non-emergency call taking
- 1 week in length for this generic model

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Phase B

- Intro to emergency call taking
- 2- 3 weeks
- Followed by mid-phase evaluation

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Phase C

- 3-4 weeks in length
- Emergency call taking
- Concludes with Post-Phase Evaluation & recommendation by the Trainee Oversight Board

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PHASE: A **PHASE NAME: NON-EMERGENCY CALL TAKING**
CORE COMPETENCY : CALL PROCESSING

• CELL	**INTERVIEW SKILLS**

***Statement**: The Trainee will be able to demonstrate appropriate Interviewing skills and be able to processing incoming calls non-emergency calls.*

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Bloom's Levels	Statement
Knowledge	Trainee shall define the 6 W's.
Application	Given a scenario the trainee will ask the 6 W's.
Critical Thinking (Analysis, Synthesis, Evaluation)	The trainee will explain the importance of each of the 6 W's relative to the scenario.

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Resources

RESOURCE MATERIALS	
Resource:	**Location**
• **SOP**	
• **Type Code List**	
• **Call Receiver Training Manual**	
Quick Reference Sheets	

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Phase: A

Training Phase Focus Activities

ACTIVITIES	DATE	DATE	DATE	DATE
1. ROLE-PLAY CALL INTAKE				
2. Call Simulator				

Learning Matrix

- Hyperlinks competencies & phase forms
  - Competency 1 (Equipment) during Phase A will be cell A1
  - Competency 1 (Equipment) during Phase B will be B1
  - Competency 1 (Equipment) during Phase C will be C1-
- When you click on the hyperlink, it will take you directly to the Phase Focus form with the performance statements, activities & resources

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LEARNING MATRIX	Phase A	Phase B	Phase C
CORE COMPETENCIES			
1 - Equipment Operation	A1	B1	C1
2 - Call Processing	A2	B2	C2
3 - Resource Use	A3	B3	C3
4 – Policies, Procedures, SOPs, SOGs	A4	B4	C4
5 - Interpersonal Skills	A5	B5	C5
6 - Communications Skills	A6	B6	C6
7 - Geography	A7	B7	C7
Learning Activities Evaluation Activities	Introduction of Learning Matrix Journaling Daily mini-module exercise Weekly Coaching and Training Reports	Use of learning matrix Journaling Daily mini-module exercise Weekly Coaching and Training Reports	Use of learning matrix Journaling Daily mini-module exercise Weekly Coaching and Training Reports

Look at the focus form headings: Emotional Intelligence, Customer Service, Ethics and Behavior, Stress Management. What domain do these topics fall in?

Notice-each of these forms give you specific, identifiable criteria upon which to base observations about behaviors that fall within the affective domain and which much meet the "compliance" level of Bloom's Taxonomy to be our "George". Do you currently have any form of measurement that takes into account this level of detail on attitudinal or behavioral issues? Well, this program does and if you adopt it, we would suggest you have a conversation with your management about including similar language in your performance appraisal system so that it dovetails with that and your Mission Statement.

How many of you with behaviorally problematic employees, had those employees passed on because there was no way to accurately document and measure conduct/behaviors?

Phase Focus Exercise

- Count off by 4
- Assemble your table group by #
- **10 minutes** to create Performance Outcome Statements- Phase A
  - Knowledge
  - Application statement
  - Critical thinking statement
- **Group 1 – Equipment – CAD**
- **Group 2 – Interpersonal Skills/EI**
- **Group 3 – Resources**
- **Group 4 - Geography**

Phase Focus Exercise Part 2

- Assemble your table group by #
- **10 minutes** to create identify resources and activities that support learning on your topics below
- **Group 1 – Equipment – CAD**
- **Group 2 – Interpersonal Skills/EI**
- **Group 3 – Resources**
- **Group 4 - Geography**

Mini Module Training

- Every day, one short scenario, question, etc.
  - Used to check for application & understanding
  - Usually researched & answered in 5-10 min.
  - Longer, more complex questions can be used
  - Training group (CTOs and TC) may create a "bank" of scenarios & questions that can be used for multiple trainees

Use of Mini Module Training for Communications Centers

Make Every Day a Training Day

Based on the work of Gordon Graham which he called Roll Call Training, mini-module training is a useful tool, both for new hire training and daily, on-going training for all staff as well. It allows you to prepare employees for high risk/low frequency events by responding to different questions about those protocols which can be included regularly in the daily training module.

It may be used in the WA Comm ATM as a way to check for understanding an appropriate application for Trainees. The way in which you create the question or scenario may require the Trainee to research an answer, using resources inside or outside of the communications center. Questions can be as simple or complex as required, although generally (but not always), they can be answered in 5-10 minutes. Again, a more complex question may be a very good exercise for a Trainee, particularly where the Trainee must apply principles introduced to them earlier in training.

It's possible to create a bank of questions/situations or scenarios that can be used by any CTO with any Trainee.

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Mini-Module Training
Why Use It?

- May eliminate "shotgun" approach – trainee or employee with an "issue" may have customized questions
- Used to reiterate new training info i.e., CAD
- Reiterate vital info
- Use of EMD CE
- May include QA/QI input
- For CTO2-can create scenarios where your trainee must *apply* discretion, thought, decision making i.e., critical thinking
- Can be delivered with paper/pencil, CAD, email, electronically, etc.
- Flexible, can be created immediately if needed

- Can be used to address performance issues –eliminate the "shotgun" approach to changing performance or may be customized to the individual to assist the employee in enhancing their performance.

- Flexible enough it can be used in conjunction with classroom training or web-based training to enhance learning.

  Example: New technology, CAD system. Small bites of training may occur weeks before the installation of equipment or the actual use. A service module could be used to keep training "Fresh" and aid the employee where to find information or reiterate training points.

  Example: Post-new technology, CAD system. Initial training conducted prior to equipment installation may have been forgotten. Refresher training could be conducted after employees had the time to use the equipment. More complicated commands that everyone forgets could also be recapped.

- Training can be designed to reiterate or repeat vital information. Example, every 10th question may deal with a new or complicated/problematic geography issue. It can require staff to look up affected addresses and answer questions regarding response, etc.

- Create the High Risk/Low Frequency Event protocols.

  Example: Full Hazmat team response, or mass-casualty response or any other high-impact event that occurs infrequently; Roll call training using scenarios you provide, is a great way to keep employees thinking about their responses. It allows regularly training on events that don't occur frequently enough to allow for proficiency. Frequent training reduces stress of dealing with huge events and increases proficiency in proper protocols.

- It is an excellent way to deliver EMD continuing education. Training could be conducted on frequent/infrequent call types or used for additional exploration of the call receiver.

- For agencies with QA/QI programs, you can develop and distribute training to individuals, groups, or the entire staff that addresses areas where improvements need to be made.

- Critical thinking is a key element to the process of training. A step by step list of the process may be used to get a better understanding of the employee's thoughts.

- Training can be integrated – a question may require the use of multiple resources, i.e., CAD, geography, and procedures.

- It may help you determine when there is a gap between policy/procedure and the actual application or practice of the information.

- It can be used to develop personnel for promotional opportunities. The results of this training could also be used as part of the selection process promotion.

- It can be used to assist CTOs or one-on-one trainers in developing their coaching and counseling skills. Scenarios or problems can be created that requires them to craft a response that uses adult learning principles, interpersonal relationship principles, problem solving, and conflict resolution.

- It can be delivered with paper and pencil, through the Inter or Intranet, via CD

- Records can be tracked through paper and pencil/files, Word tables, Excel, Access, or any database that can be developed that will produce the information you require.

- It is cost effective; most employees have the time to complete short increments of training while at work.

- It helps achieve training mandates or requirements for in-service training.

- It allows an agency to reiterate its core values and mission through regular exposure to them through scenarios or questions.

- It allows employees to absorb information in a more manageable dose.

- It allows employees to internalize new information in an easier way.

- It becomes part of the overall experience for agency employees – it can assist in changing behaviors, job performance, and possibly attitudes.

- It is *flexible*. You can create training in immediate response to new information or problems.

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Mini-Module Training

- Easy to use
- Cost effective
- Can be done on duty
- *Allows a reiteration of agency values*
- Can be absorbed in manageable doses
- Allows for internalization of new info
- Can eliminate "shotgun" approach to training-used for specific individuals' needs
- Becomes overall experience for *all* employees if done agency wide
  - Trainees will be used to it
- Can assist in improving culture and performance
- Changes in policy or procedure can be reiterated
- Can be delivered with paper/pencil, email, intranet, & web

Why use in-service, on-duty, roll call or mini-module type training?

Advantages to this type of training:

- Delivery of mandated training for employees such as: Blood borne pathogen/HIV training, workplace harassment or other personnel type training.

- Delivery and reiteration of policy, procedure, process changes, and the introduction of new information

- Rather than having the staff glance at a memo on a policy or procedure, reiteration of key elements of information can be trained frequently enough that allows for internalization of information. Eliminate the, "I know we had a memo or something on that, now what was it?"

- Could be used to address performance issues –eliminate the "shotgun" approach to changing performance or may be customized to the individual to assist the employee in enhancing their performance.

- Flexible enough it can be used in conjunction with classroom training or web-based training to enhance learning.

  Example: New technology, CAD system. Small bites of training may occur weeks before the installation of equipment or the actual use. A service module could be used to keep training "Fresh" and aid the employee where to find information or reiterate training points.

  Example: Post-new technology, CAD system. Initial training conducted prior to equipment installation may have been forgotten. Refresher training could be conducted after employees had the time to use the equipment. More complicated commands that everyone forgets could also be recapped.

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- Create the High Risk/Low Frequency Event protocols.

Example: Full Hazmat team response, or mass-casualty response or any other high-impact event that occurs infrequently; Roll call training using scenarios you provide, is a great way to keep employees thinking about their responses. It allows regularly training on events that doesn't occur frequently enough to allow for proficiency. Frequent training reduces stress of dealing with huge events and increases proficiency in proper protocols.

Mini Module Activity

- Each person-take **5 minutes** and create a short, policy question, scenario (hypothetical) or piece of training that would require a trainee (or incumbent!) to have to critically think about the response or answer.

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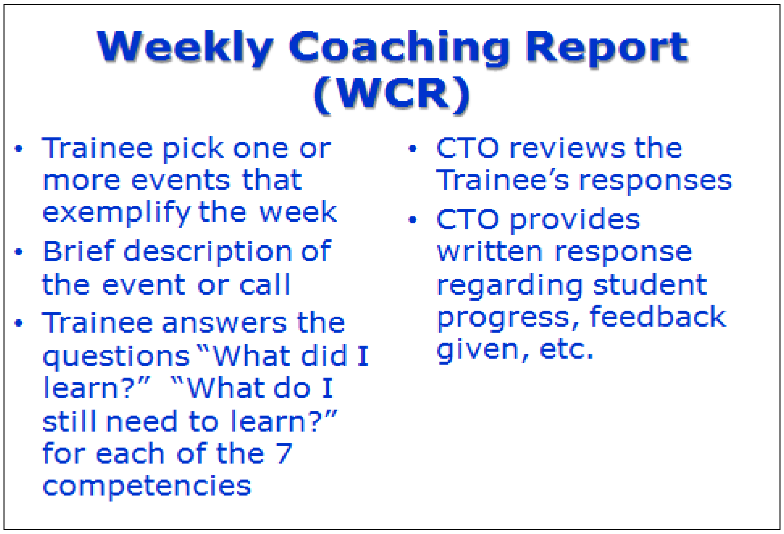

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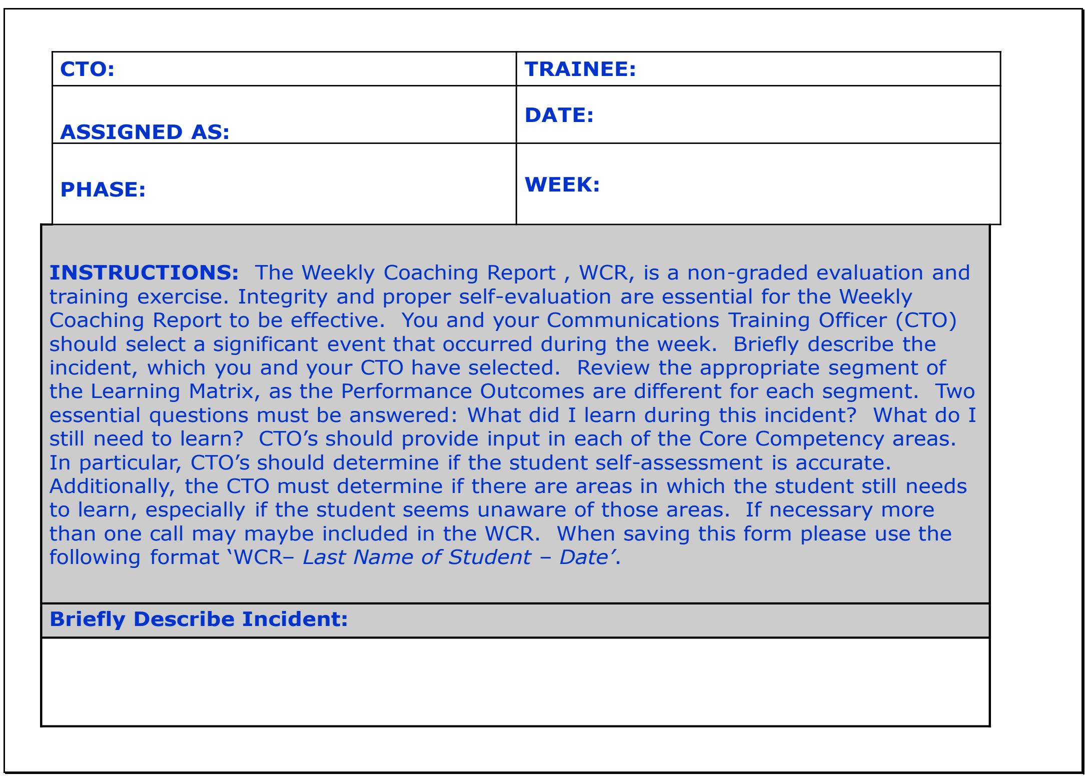

CTO:	**TRAINEE:**
ASSIGNED AS:	**DATE:**
PHASE:	**WEEK:**

INSTRUCTIONS: The Weekly Coaching Report , WCR, is a non-graded evaluation and training exercise. Integrity and proper self-evaluation are essential for the Weekly Coaching Report to be effective. You and your Communications Training Officer (CTO) should select a significant event that occurred during the week. Briefly describe the incident, which you and your CTO have selected. Review the appropriate segment of the Learning Matrix, as the Performance Outcomes are different for each segment. Two essential questions must be answered: What did I learn during this incident? What do I still need to learn? CTO's should provide input in each of the Core Competency areas. In particular, CTO's should determine if the student self-assessment is accurate. Additionally, the CTO must determine if there are areas in which the student still needs to learn, especially if the student seems unaware of those areas. If necessary more than one call may maybe included in the WCR. When saving this form please use the following format 'WCR– *Last Name of Student – Date'*.

Briefly Describe Incident:

The weekly coaching report takes one or more incidents that that took place during the week that the Trainee think exemplifies the week in general.

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1. **Equipment Operation, including CAD, Phones, ACCESSS and Department Forms, and Other Equipment:**
What did I learn during the incident? What do I still need to learn? Student comments:
Assess and comment on the student's performance and self-evaluation in this core competency. **CTO Comments:**
2. Call Processing, including CAD detail and Interview:
What did I learn during the incident? What do I still need to learn? Student comments:
Assess and comment on the student's performance and self-evaluation in this core competency. **CTO Comments:**
3. **Resource Use:**
What did I learn during the incident? What do I still need to learn? Student comments:
Assess and comment on the student's performance and self-evaluation in this core competency. **CTO Comments:**

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4. **Policies and Procedures,** including policies and procedures and problem solving:
What did I learn during the incident? What do I still need to learn? Student comments:
Assess and comment on the student's performance and self-evaluation in this core competency. **CTO Comments:**
5. **Interpersonal Skills**, including Customer Service, Emotional Intelligence, Stress Management, and Teamwork and Attitude:
What did I learn during the incident? What do I still need to learn? Student comments:
Assess and comment on the student's performance and self-evaluation in this core competency. **CTO Comments:**
6. **Communications Skills**, including Verbal and Written:
What did I learn during the incident? What do I still need to learn? Student comments:
Assess and comment on the student's performance and self-evaluation in this core competency. **CTO Comments:**
7. **Geography,** including Maps and Addressing Systems, Jurisdictions and Boundaries, and Landmarks:
What did I learn during the incident? What do I still need to learn? Student comments:
Assess and comment on the student's performance and self-evaluation in this core competency. **CTO Comments:**

WCR Exercise

- **10 minutes**
- **Read the scenario**
- **Read Lance's self-assessment**
- **Provide CTO assessment to the first 4 competencies**

The Weekly Coaching Report (WCR) is one form of evaluation that benchmarks the progress of the Trainee on a weekly basis.

One call that exemplifies, in general, the progress (or issues) with the week is selected by the Trainee and CTO, together.

Once you have selected the call – pull a copy of the CAD report. If you can, get a copy of the recorded call. Both review it.

WCR Activity #2
Our 4 Trainees

- Take **30 min**
- You will have 5 weeks of WCRs
  - The trainee has completed his or her portion
- Complete all 5 WCRs-working individually with your comments.
- This will become part of the trainee's "official training record"

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Role of the CTE

- Communications Training Evaluator
  - Mid Phases and Post-Phase
  - Trained as a CTO2
  - Has evaluation criteria and benchmarks
  - Reviews all trainee/CTO journals and Weekly Coaching Reports prior to evaluation
  - Sits with trainee for a least 3 shifts – 1 week
  - Objectively evaluates trainee performance
  - Answers questions or assists trainee as CTO would when needed
  - Provides feedback to the CTO, Training Coordinator and Trainee Oversight Board as part of the total program evaluation

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PROGRAM ELEMENTS: Mid & Post Phase Evaluation

- Conducted by a Comm Training Evaluator (CTE)-trained CTO2 who evaluates the trainee for a minimum of 3 days (recommended: 1 week) mid-phase (between phases 2-3 in this model) and at the conclusion of training.
- The CTE is not the CTO responsible for training the trainee

Communications Training Evaluator (**CTE**) –conducts formal evaluations of the Trainee at the mid-point of the CTO Program and at the end of the CTO Program. Twenty-four hours of side-by-side one-on-one evaluation is the minimum evaluation period for each evaluation segment. The CTE report will reflect the Trainee's level of performance for each of the evaluation periods.

Mid-Phase Communications Training Evaluator Report Activity

- **60-75 minutes**
- Review the official trainee & CTO journals
- Review the WCRs
- As a group read through the CTEs notes and create one combined CTE report
  - *Take additional notes* about things you would give the CTO feedback about (you'll need it later)
    - i.e., non-usable feedback in trainee journals
    - Sketchy WCRs, etc.

Directions:

Each table should have, when possible, 4-5 course participants. Instructors can choose to mix up the groups or assign groups to a single "Trainee" (Autumn, Matthew, Megan, and Kyle). There should be a packet of information about the Trainee for each person at the table. The packet will contact the CTE's notes for each of 3 shifts at the bottom of which is located the actual CTE form for the mid-phase performance evaluation. There will be one additional packet given to each table – this packet will be the "official" mid-phase evaluation that will become part of the "training record" that will go to the Trainee Oversight Board at the end of the course.

There will be a copy of the "official" CTO and Trainee Journals provided as well as a copy of all the Weekly Coaching Reports (packet) for review

Start by having the group review the journal entries for CTO and Trainee. Then have them review the weekly coaching reports.

Each participant will be given a checklist that includes all the phase form performance statements for phases A and B. This is a simple check off list that will help them determine where the Trainee is in his/her training and if s/he can move on to the next phase of training.

Have each participant work through his/her own CTE packet. Give participants **10-20 minutes** to review, check off, and write their evaluations on the form. Then have the table discuss what they have written. Give them another **20-30 minutes** to come to consensus on how they will evaluate this Trainee and create **one** CTE evaluation that will become part of the Trainee's training record.

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Extended Training Plan (ETP)

- **Created by TC, CTO, Trainee**
  - **Reviewed/Approved by TOB**
- **Identify deficiencies**
- **Identify performance outcome**
- **Describe how that will be measured**
- **Identify dates, benchmarks**
- **CTE evaluates at the end of the training plan**

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Trainee Oversight Board

- Makeup
  - At least one CTO
  - Training Coordinator or supervisor
  - HR or admin
  - Other supervisor or CTO
  - At least 3
- Only the TOB makes final recommendation on trainee status
  - Retain (release)
  - Retrain (extended training plan
  - Terminate
- If extend training is recommended-they approve the extended training plan (ETP)
- They interview the trainee
  - Ask questions about the program
  - Concerns or comments
- Provide feedback to CTO, CTE and TC

We talked earlier about the Trainee Oversight Board. Here are the main duties and responsibilities of the board. They will also act as a mediating body if the Trainee has unresolved issues with his or her training.

TOB Exercise

- **You have 60-75 minutes**
- **Review:**
  - **CTO & trainee journals**
  - **WCRs**
  - **CTE reports**
  - **Any supporting materials**
- **Create an ETP if recommended**
- **Prepare to discuss, in depth your decision**

Select a facilitator, presenter and time keeper.

Each table with be a TOB assigned to one of our Trainees. You will receive packets of materials that you will review. You will read:

Trainee journals
CTO journals
CTE reports for mid and post phase evaluations
Any supporting materials that are provided

You will decide whether or not you will need to extend training. If so, you will need to create (for this exercise) an extended training plan, with benchmarks, performance outcomes, etc.

You have **45 minutes** to review all the materials and another **15-30** to complete the discussion. You will discuss what you have read and make a recommendation. You may want to start by giving someone the Trainee journals, someone else the CTO journals, someone else the WCRs, etc. Read each, and then pass them on to the next person.

Be prepared to discuss, in depth, your decision and the reason for it.

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Total Feedback Report

- Everyone gets feedback
- It is used strictly to improve the training process
- It is not optional-everyone must receive and provide feedback
- Coaching Feedback

This is one of the most important parts of the program and specific to the WA Comm Model.

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Atta-Boy	**This coaching feedback is simply a positive comment for good performance. The good performance may be what the trainee did on a call, or the quality of the journal entry. No one has ever been hurt by well-deserved, genuine praise.[1] The employee who rarely excels needs the boost on an occasional "Way to go!" more than anyone.[1] Strive to find place at least one Atta-Boy in the trainee's journal in every round of review.**	***"You did a fantastic job on…"***	***"Nice work here."*** **[about journal entry]**	***"Well said."*** **[about journal entry]**	***"I know you hit some snags, but it's all part of the learning process. Overall, I'm impressed by the way you handled that situation. Good work!" [1]***	***"What a fantastic idea! How can I support you on this?" [1]***
I Agree	**This coaching feedback simply shows the trainee that you have read the journal entry and you agree with his/her statements.**	***"I agree."***	***"How true."***	***"I felt the same thing."***		
I'll Own My Part in This	**This coaching feedback is your opportunity to show the trainee that you could have handled a situation better. It can be a powerful lesson to the trainee when you own your part of a mistake or tense discussion. No one is perfect—not the trainee, and not you either.**	***"I wish I had…"***	***"In the future, I will…"***	***"I may have been too harsh. What I meant to say was…"***		

Another new component of this program that we will discuss is one of the most important. It is the total feedback mechanism that is built into this program.

The first part of the feedback process is a quick look at a handout we'll give you providing verbal feedback to your Trainee.

In our CTO & Advanced CTO classes, we talk about the Get, Give, and Discuss model of providing feedback.

In addition to that on-going, specific feedback, here is an example of "Coaching Feedback" – you can use with your Trainee.

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Please Explain	**This coaching feedback asks the trainee to go into more detail. Use it when the trainee is not being reflective enough, or when the trainee is skimming over the facts to avoid confronting the true issues. This is also useful for when you are not clear on the topic they're writing about.**	***"Please explain what you meant by this."***	***"What else did this make you think about?"***	***"How would that work?" [1]***	***"Why do you prefer that method?" [1]***	***I like that idea. Please write more about this?" [1]***
Connection	**This coaching feedback is an opportunity to help the trainee make a connection between one event/idea/concept and another. This is where you point out a similarity or tie the current lesson back to a previous one.**	***"Can you see how this situation was like…?"***	***"What concept applies here?"***	***"This is an example of…"***		
Me Too	**This coaching feedback is a chance to show the trainee that he/she is not the only person to face tough issues. Use this opportunity to share similar experiences and how you worked through them. Another variation is to show the trainee that the issue is common with other new officers.**	***"When I was new…"***	***"A few years ago…"***	***"I felt the same way on that call…"***	***"Other new officers have been in the same situation…"***	
Expert Modeling	**This coaching feedback allows you to model the thoughts of an experienced officer. Share how you would have worked through a situation, or how you would work through the issue the trainee is writing about. If your trainee is not thinking about the right things, use this chance to show them what you think.**	***"Here's my take on this…"***	***"At this call, my thoughts were…"***	***"If I were in your shoes, I would…"***		

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What's Your Plan?	This coaching feedback challenges the trainee to make a plan for improvement. This is useful for reinforcing self-directed learning and self reliance.	*"How will you improve?"*	*"What are your plans to deal with this?"*	*"What are some options for handling…?*	*"You're right to be upset about ___________. What can we do to get back on track and maintain a positive focus? Is there anything we can learn from this situation?" [1]*	*"How many new approaches can you come up with for dealing with this issue?" [1]*
Here's a Plan	This coaching feedback allows you to recommend a possible solution. This is useful for trainees that are completely stumped with an issue and you have a specific method/solution you'd like them to try. A good coach issues challenges, not orders. [2]	*"I'd like you to try…"*	*"I'd recommend…"*	*"This has worked for me/others in the past…"*		
Resource Reminder	This coaching feedback allows you to point your trainee towards a particular resource. The resource can be a person or certain research materials.	*"Take a look at the department policy on…"*	*"Try talking to officer…"*	*"Are there any places you can go for information on this issue?"*		

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How'd That Make You Feel?	This coaching feedback is useful for when the trainee is not going into enough depth about his/her feelings or emotions. This feedback simply asks the trainee to write about how he/she was affected by an event or issue.	*"How'd that make you feel?"*	*"What was your reaction to that?"*	*"You cannot control everything that happens. You can control how things affect you." [1]*		
You'll Get 'Em Next Time	This coaching feedback is positive encouragement. Trainees make mistakes and often are harder on themselves than anyone else. Sometimes, it's important to show them that everyone makes mistakes and no one is perfect.	*"Even though it didn't turn out the way you wanted, your effort was noticed and appreciated."*	*"Good job. This situation gave you a great learning opportunity. I know you'll be ready for it next time"*	*"I have faith in your abilities." [1]*	*"Even great ball players don't hit home runs all the time, but their fans continue to believe in them. You did your best and I believe in you." [1]*	
	References: [1] Diamond, H., & Diamond, L. (2006). *Perfect Phrases for Motivating and Rewarding Employees*. New York, NY: McGraw Hill. [2] Cook, M. (2008). *How to be a Great Coach*. New York, NY: McGraw Hill.					

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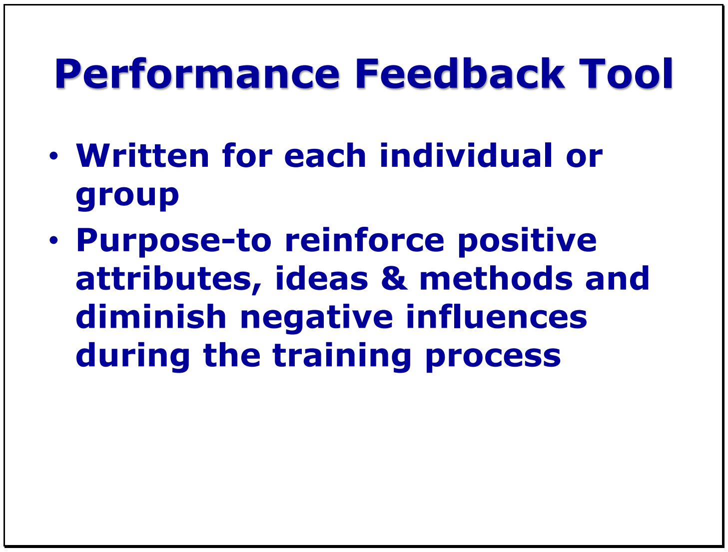

Performance Feedback Tool
WA Comm Adult Training Model (ATM)

Written feedback about the performance of different individuals or groups within the ATM is an *essential* element of the model.

The purpose of the feedback is to quickly reinforce positive attributes, ideas and methods, diminish negative influences during the training process, and to have a way of making suggestions for the immediate or future improvement in the program that results in improvement in training outcomes.

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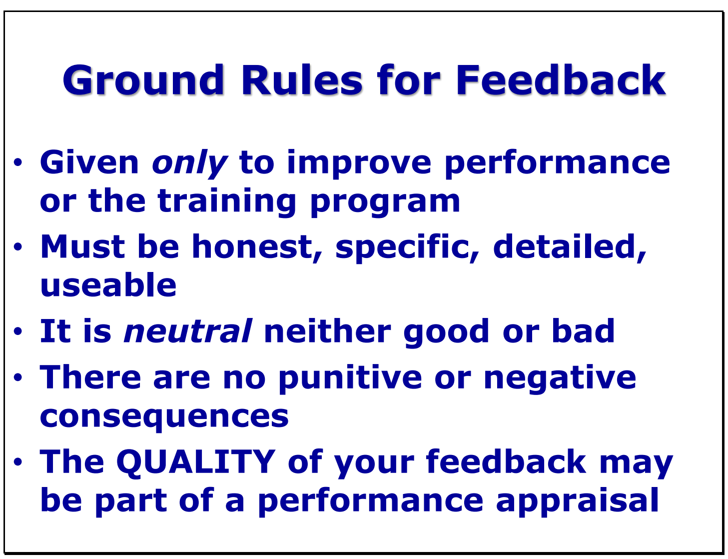

There are ground rules for this type of feedback.

- Written feedback is given for one reason: to improve performance or to improve the overall training program and its outcomes.

- Feedback must be honest, specific, detailed and thoughtful. It must be usable.

- Feedback is *neutral*. It is neither positive nor negative – it just *is*. It is one person or group's opinion or thoughts and when given with the sole intent of improving training outcomes, it is neutral.

- There are no punitive or negative consequences to the giver or receiver of the feedback. The feedback given in this program is intended for the benefit of current and future participants in the agency's training program. Feedback in this context is not used for disciplinary purposes.

- The *quality* of feedback *may* be part of a performance appraisal, i.e., for CTO appraisals. **IT IS *<u>THAT</u>* IMPORTANT**. There is valuable feedback and "throw away" feedback that does not provide any real specific information. Being required to provide honest, specific and detailed feedback may be a criteria when judging performance of persons involved in the program, but it is judged as a skill and not on the content of the feedback.

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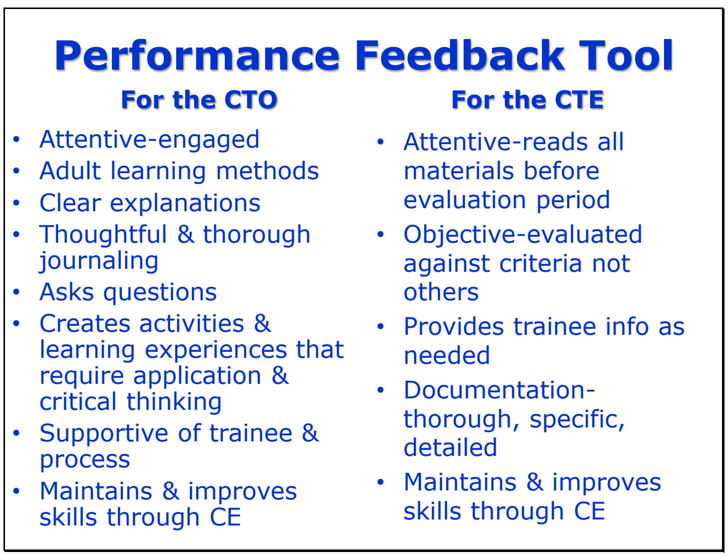

In order to help make feedback useful for all persons involved in the training program, we have created a tool with suggestions for areas where feedback can be specific. These are suggestions only; you can create your own topics and performance areas.

Suggestions for feedback and performance statements:

<u>For the CTO-persons providing feedback to the CTO: Trainee, Training Coordinator, CTE & Trainee Oversight Board – these are some suggestions for behaviors to consider for feedback.</u>

CTO Training Behaviors:

- **Attentive** – stays engaged with the Trainee and is training focused. Is not distracted by other activity in the training environment, pays attention to the Trainee.

- **Uses accepted adult learning methods** – uses a variety of methods to impart information to the Trainee. Is familiar with different delivery and learning intake methods and makes an effort to use multiple ways of providing information.

- **Provides clear explanation to the Trainee**. Approaches the Trainee in a thoughtful and organized way, providing direction that is clear.
- **Thoughtful and thorough** – when reading and making notations in Trainee's reflective journal.
- **Asks thoughtful questions** that require the Trainee to think about a response. Follows up with questions that look for deeper understanding and meaning.
- **Creates activities and learning experiences** that require the Trainee to apply new skills and use critical thinking.
- **Supportive** – of the Trainee and his/her learning throughout the training process. Acts as a mentor, guide and coach to help the Trainee achieve training goals.
- **Maintains and improves skills through continuing education** and training of new hires.
- **Provides specific, useful feedback** to others in the program.
- **Accepts and implements feedback** from others in the program.

<u>Persons providing feedback to the CTE include: Training Coordinator & Trainee Oversight Board</u>

CTE Behaviors:

- **Attentive** – thoroughly reads Trainee/CTO journals and weekly coaching reports prior to evaluating the Trainee. Pays attention to the Trainee during the evaluation period, is not distracted from the evaluation.
- **Objective** – remains neutral in the assessment of Trainee skills. Trainee is evaluated against criteria determined by the agency articulated in the performance outcome statements on the phase focus forms detailing competencies. The Trainee is not evaluated against other Trainees.
- **Provides the Trainee with training information** as needed during the evaluation period, providing clear explanation, thoughtful questions and appropriate adult learning methods.
- **Documentation** – is thorough, thoughtful, specific and detailed. This is an evaluation of the Trainee's skills. The program may have detailed benchmarks or expectations – the documentation should mirror those expectations noting specific performance standards.
- **Maintains and improves CTO and CTE skills through continuing education** and application by training new hires.
- **Provides specific, useful feedback** to others in the program.
- **Accepts and implements feedback** from others in the program.

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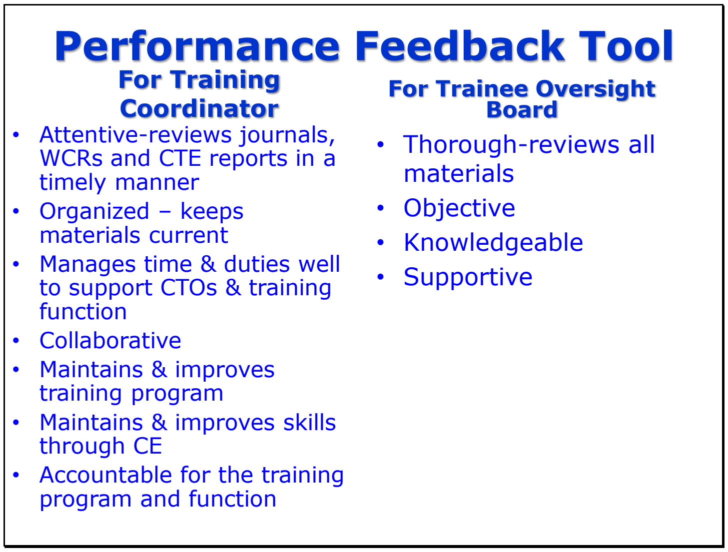


<u>Persons providing feedback to the Training Coordinator: Trainee, CTO, CTE, & Trainee Oversight Board</u>

Training Coordinator Behaviors

- **Attentive** – reviews in a timely manner, the CTO and Trainee journals twice a month, the Weekly Coaching Reports each week, and Mid- or Post-Phase Evaluations in a timely manner, following up on any questions or concerns immediately.

- **Organized** –maintains all training materials ensuring they are current and complete and maintains documentation of the training program and processes.

- **Manages time and duties well** in order to support CTOs and the training function.

- **Is collaborative** – seeks information from CTOs and Trainees on ways to improve the training process.

- **Maintains and improves the training program as needed by including feedback** and consensus within the training program.

- **Provides specific, useful feedback** to others in the program.

- **Accepts and implements feedback** from others in the program.

<u>Persons providing feedback to the Trainee Oversight Board include: CTO, CTE, Training Coordinator, and Agency Administrator</u>

Trainee Oversight Board Behaviors

- **Thorough** – reads all the materials provided for review (journals, WCRs, mid and post-phase evaluations, extended training plans, etc.).

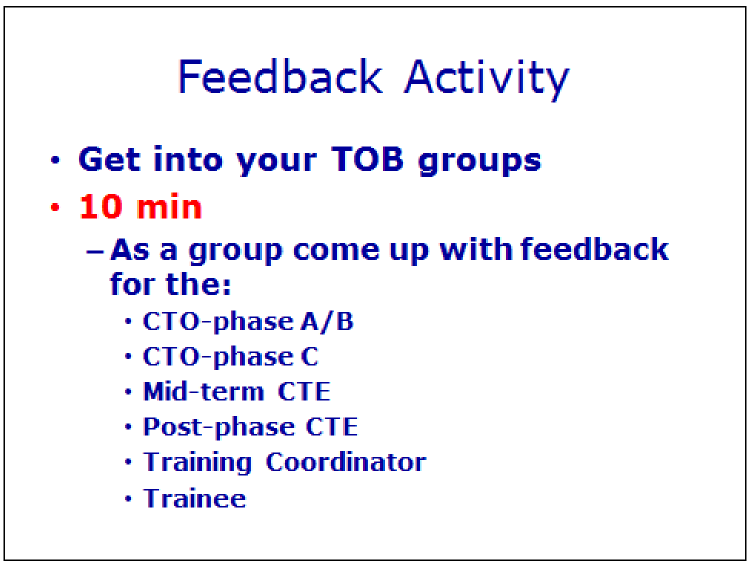
- **Objective**-reviews Trainee records or interviews Trainee with an open mind.

- **Knowledgeable** – has CTO training or, in the case of administrative staff, has a well-grounded understanding of the duties and tasks required of the CTO, CTE, and TC during the training process.

- **Supportive** – of the Trainee and his/her training as well as the overall training function and program.

- **Provides specific, useful feedback** to others in the program.

- **Accepts and implements feedback** from others in the program.



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Wrap Up

- What did you learn?
- What will you do with this information?
- What hurdles will you have to overcome?
- What support will you have?
- How can we help you further?